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ABSTRACT

This study investigated the relationship between student motivation, both extrinsic and intrinsic, and learning strategies for English as a foreign language (EFL) students. Subjects were 46 Taiwanese undergraduate and graduate students of advanced EFL at a public university in the United States who were administered motivation and learning strategies questionnaires. Results reveal that total learning strategies were associated with motivational intensity, intrinsic motivation, and extrinsic motivation. Intrinsic motivation was associated with cognitive and metacognitive learning strategies, while extrinsic motivation was associated with memory and affective strategies. Compensation strategies were the most commonly used, and had little relationship to motivation. Social strategies had little relationship to either extrinsic or intrinsic motivation. Motivational intensity correlated moderately with intrinsic motivation, but had little relationship to extrinsic motivation. An appendix contains the survey questionnaire. Contains 42 references. (MSE)

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Language Learning Motivation and Language Learning Strategies

Of Taiwanese EFL Students

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Introduction

Research indicates that both learning motivation and learning strategies play a significant role in successful language learning, which suggests a need to explore the links between the two important variables. However, little work has been devoted to realizing the relationships between motivation and learning strategies in the field of L2 (second/foreign language) learning (Yang, 1992). Schmidt et al. (1996) alert L2 researchers to the lack of needed research in this area. "Within the foreign language field, there has been research concerning the links between cognitive strategies, usually called learning strategies, and learning outcomes (O'Malley & Chamot, 1990), but little research so far linking aspects of motivation with the use of such learning strategies" (Schmidt et al., 1996, p. 18). Knowledge about the links and interactions between these two aspects is certainly an important line of research both because it helps to understand and explain the process of language learning and because it benefits practice. As Alexander (1998) indicates, "cognitive psychologists have been attempting to explain classroom learning for many years. More and more, a strict view of learning as 'cold cognition' is being replaced with the idea that 'hot cognitions' or cognitions influenced by motivation are at heart of explaining both children's classroom learning and their independent engagement with domains" (p. 1). Noel (1996) further claims that "learner's use of strategies cannot be understood without understanding the nature of their motivation for learning" (p. 335).

Understanding the complexity of the interactions between student motivation and language learning strategies provides an interesting challenge for the L2 researchers. This correlational study is a start point which attempts to identify the relationships between student motivation and learning strategies in the field of L2. A central question this study attempts to answer is: how and to what extent are student motivation and language learning strategies related to each other? In this study, student motivation is examined in terms of motivation elements/types and motivation intensity. Motivation elements involve the commonly accepted dichotomous view of learning motivation in psychology, intrinsic and extrinsic motivation. Intrinsic motivation and extrinsic motivation are measured in terms of the motivational element questionnaire adapted from Schmidt et al. (1996). Motivation intensity is defined as the degree to which the L2 learner expends effort in L2 learning and is measured in terms of the motivational intensity questionnaire adapted from Gardner (1985). Finally, language learning strategies are, according to Oxford (1990), defined as the "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Language learning strategies are measured by the Strategy Inventory for Language Learning (SILL) developed by Oxford (1989) (for all the questionnaires, see Appendix).

Literature Review

Background of L2 motivation

Much of the research in the area of L2 motivation has been inspired by two Canadian psychologists, Robert Gardner and Wallace Lambert (1972), whose credit has

been generally acknowledged for their first bringing motivation research into the L2 field. The study of L2 motivation has become a distinguished research topic after the two researchers published a comprehensive summary of the results of a more than ten-year-long research program. They concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community plays a crucial role in language learning motivation. The learner's positive attitude toward the language and the community tends to be associated with more favorable learning behaviors, such as active learning and seeking more exposure to the target language and culture, which in turn help the learner to succeed in language learning.

Since the beginning of the 1990's some researchers have seriously challenged Gardner et al.'s social psychological approach. First of all, Crookes and Schmidt (1991) and Dornyei (1994a) pointed out that the main problem with Gardner's social psychological approach was "so dominant that alternative concepts have not been seriously considered" (Crookes & Schmidt, 1991, p. 501). Secondly, according to Oxford & Shearin (1994) and Dornyei (1990; 1994a), Gardner's motivation construct does not include the cognitive aspects of learning motivation. Oxford and Shearin (1994) particularly indicated that cognitive motivation is the recent trend in educational psychology and can provide a pragmatic value to language learning motivation. Actually, the traditional social-psychological approach to L2 motivation of Gardner and his associates (see Gardner, 1985) has grounded its theory in a social milieu rather than in the EFL learning classroom. Therefore, Gardner's socio-educational model (1985) of L2 learning can hardly benefit foreign language education. Besides, Gardner's motivation construct seems to be too broad to help L2 educators generate practical guidelines (e.g.,

Dornyei, 1990). Therefore, while acknowledging unanimously the fundamental importance of Gardner's social psychological model, researchers have been calling for a more pragmatic, education-centered approach to motivation research.

In recent years L2 researchers have been discussing a number of motivational theories and concepts from other research areas (e.g., Crooks & Schmit, 1991; Dornyei, 1990, 1994a, 1994b; Oxford & Shearin, 1994; Tremblay & Gardner, 1995). Among these discussions, cognitive motivation in educational psychology has received particular attention because it is more promising to give a pragmatic value to language education. Although the researchers have been particularly emphasizing the importance and potential benefit of the cognitive aspects of motivation to the L2 motivation construct, there have been few empirical studies into L2 learning and cognitive motivation (Crooks & Schmidt, 1991; Dickinson, 1995).

Intrinsic and extrinsic motivation

A common understanding about the contrast between intrinsic and extrinsic motivation is that extrinsically motivated learners do something because of an external reward that may be obtained, while intrinsically motivated learners do something because of enough rewards obtained from the activity itself. According to Stipek (1998), intrinsic motivation theorists claim that "humans are born with a deposition to develop skills and engage in learning-related activities; external reinforcement is not necessary because learning inherently is reinforcing" (p. 117). The three major perspectives on intrinsic motivation, all based on the premise that humans have natural inclination that renders some tasks intrinsically motivating, are that humans are innately disposed to (1) seek

opportunities to develop competencies, and (2) to seek novelty—events and activities that are somewhat discrepant from their expectations; and they also (3) have an innate need to be autonomous and to engage in activities of their own volition. Stipek (1998) noted that "these three perspectives on intrinsic motivation are not mutually exclusive. To the contrary, they are compatible and to some degree overlapping" (p. 117).

Intrinsic motivation researchers believe that humans have a natural inclination for seeking opportunities to develop their competence, and they derive pleasure from the experience of increased competence that these opportunities offer. Besides, intrinsic motivation theorists claim that humans are naturally motivated to reduce the discrepancy of the encountered novel events or challenging tasks. Deci (1975) describes this as a process of seeking challenges and novelty and then "conquering" it.

Extrinsic motivation is motivation based on extrinsic rewards (which do not necessarily occur in an immediate context). The more immediate rewards can be praises, "happy faces", good grades, etc. The rewards can be expected in the future for an EFL learner, such as better job, immigrant, etc. Thus Gardner's (1985) social psychological view of L2 motivation[1] is exclusively extrinsic in that both instrumental and integrative motivation are reinforcements that come from outside the learner instead of from learning activities themselves. Research has found that both integrative and instrumental motivation effective to L2 learning (see Gardner, 1985; Gardner & MacIntyre, 1991)

Research indicates that extrinsic contingencies can create an instrumental focus that narrows attention and directs learners to take the quickest and easiest solutions. This

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[1] The intrinsic-extrinsic distinction is somewhat similar, but not identical, to the integrative-instrumental distinction (Schmidt et. Al, 1996). Both integrative and instrumental are properly seen as subtypes

suggests an association between surface level processing skills (such as memorizing and rehearsing information) and extrinsic motivation. The EFL learners who learn English mainly for passing exams, avoiding punishment, showing off their ability, etc., possibly prefer strategies which cost them minimum time and effort. However, in many cases, the surface level processing skills may not be able to satisfy extrinsically motivated learners' needs (e.g., passing a hard exam that requires the learners' conceptual understanding).

Although intrinsic and extrinsic motivation are sometimes seen as being in opposition to each other and, to some degree, compete with each other, this is not necessary the case. One can find learners who are both intrinsically and extrinsically motivated to learn a foreign language. In general, researchers agree that extrinsic motivation may undermine intrinsic motivation, especially if learners perceive the rewards as controlling rather than as providing information about their competence. Intrinsic motivation is worth promoting in L2 learning in that it can foster creativity, conceptual learning, desires for challenges, and enjoyment.

Language learning strategies

Definition of Language Learning Strategies

"Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8). While the former definition focuses on the cognitive aspects of learning strategies, Oxford's definition includes the affective and social aspects of language learning. In brief, language learning strategies are "steps taken

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of extrinsic motivation, since both are concerned with goals or outcomes (Gardner, 1985; Schmidt et al., 1996).

by the learners to enhance his or her own progress in learning a second or other language" (Oxford, 1989).

Use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-esteem (Brown et al., 1980). In addition, the research of cognitive psychology shows that learning strategies help learners to assimilate new information into their own existing mental structures or schemata, thus creating increasingly rich and complex schemata (Brown & Palinscar, 1982).

Range of Language Learning Strategies

According to Oxford (1990), language learning strategies are divided into two classes, direct strategies and indirect strategies, and each class contains three categories of learning strategies. Direct strategies help learners to learn the target language directly; the indirect strategies help learners to support and manage language learning without directly (in many instances) involving the target language. These two classes of strategies complement each other in helping learners to learn the language. Direct strategies are subdivided into memory, cognitive, and compensation strategies; indirect strategies are subdivided into metacognitive, affective, and social strategies.

1. Memory strategies: Memory strategies are techniques that help learners store and retrieve new information, e.g., creating mental linkages, applying images and sounds, reviewing well, etc.

2. Cognitive strategies: Cognitive strategies are skills or steps that involve direct analysis transformation, or synthesis of the target language, such as formal practice with the sounds or structures, functional practice in natural interactions, reasoning, translating, analyzing, note-taking, etc.

3. Compensation strategies: Compensation strategies are those that enable learners to make up their missing knowledge in the process of comprehending or producing the target language, such as, guessing wisely in listening and reading, using gestures, switching to the native language, and using a synonym or description in order to get the meaning across in speaking or writing.

4. Metacognitve strategies: Metacognitive strategies are steps that learners take to manage or regulate their learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating progress.

5. Affective strategies: Affective strategies are those strategies that help learners gain control over their emotions, attitudes, and motivations related to language learning. Such strategies include encouraging oneself through positive self-talk, talking with someone about your feeling of learning the target language, etc.

6. Social strategies: Social strategies are that involve other people, such as asking questions, cooperating with others, and becoming aware of others' thoughts and feelings.

L2 motivation and language learning strategies

In a study of 78 adult learners in the US Foreign Service, professional language trainers, teachers, and students who learned a foreign language for job-related reasons were found to use functional communicative practice strategies (Ehrman & Oxford, 1989). It is clear that instrumental motivation of the learners was associated with their choice of strategy use.

In a large scale study which involved 1,200 students learning foreign languages at Purdue University, Oxford and Nyikos (1989) found that students' self-rating of motivation intensity functioned as a key determinant of the type and frequency of

strategy use. Highly motivated students were reported to use four out of five strategy groups (i.e., formal practice, functional practice, general study habits, and input elicitation) more than less motivated students. Oxford and Nyikos (1989) concluded that this finding supports the statement of Gardner (1985) that "attitude and motivation are important because they determine the extent to which individuals will actively involve themselves in learning the language. The prime determining factor is motivation" (p.65).

Prokop (1989) found, in his studies with university students of German, that a general desire to learn German was an excellent predictor not only of success in German, but also of the way in which students employed learning strategies. He found that students with a strong general desire to learn German claimed that they had used a "Creative Approach" and "Relational Approach" more frequently than did students with a less strong general desire to learn German. Among the three types of motivation (i.e., integrative, instrumental, and intellectual/aesthetic motivations), only students with an instrumental motivation (i.e., intending to use their knowledge of German in their future careers) showed a significant difference in the use of learning strategies. Students with high instrumental motivation employed learning strategies more often which embodied "Attending to the Details of the Learning Task" (p. 89). According to Prokop, these students planned to become teachers or translator later on; thus, it is understandable that "they would employ measures suitable to learning the structure and use of the German language in as much detail as possible" (p. 89).

In a study that investigated 107 American high school students who learned Japanese in the satellite setting, Oxford et al. (1993) found that motivation was the single best predictor of language learning achievement, followed by learning strategy use,

which supports Gardner's (1985) principle[2]. It is noted, in the same study, that no significant correlation was found between achievement and combination of motivation, learning strategy use, and learning styles.

Participants

The participants are forty-six Taiwanese graduate and undergraduate students at a public university in the United States. The university requires a minimum TOEFL score of 550 for the international student to enroll in the university. Therefore, these students are considered as advanced English learners. The questionnaires adapted from Gardner (1985), Schmidt et al. (1996), and Oxford (1989) were administered to sixty Taiwanese students and forty-six were returned. The informants' demographics information is summarized in Table 1.

Table 1: Descriptive statistics for 46 informants

Sex:	
Males	12
Females	33
Not specified	1
Total	46
Age:	
19-22	3
23-35	38
35+	4
Not specified	1
Total	46

[2] Gardner (1985) identifies motivation as the single most influential factor in learning a new language.

Findings and discussion

The SPSS statistic package was employed to compute the data. Descriptive statistics for each variable was summarized in Table 2. Pearson product moment correlation was performed to compute correlations between the variables. The results of the correlational analysis are summarized in Table 3.

Table 2. Descriptive statistics for each variable

	Mean	Standard Deviation
Motivational intensity	2.15	.40
Intrinsic motivation	3.14	.86
Extrinsic motivation	3.36	.61
Learning strategy total	3.18	.53
Compensation	3.59	.53
Cognitive	3.42	.52
Metacognitive	3.13	.83
Social	3.12	.83
Memory	3.05	.67
Affective	2.52	.77

1. **Total learning strategies are associated with motivation intensity (r=.462), intrinsic motivation (r=.322), and extrinsic motivation (r=.298).**

Table 3, the correlational analysis, reveals that total learning strategy use is related to motivation intensity, which is consistent with previous research (Gardner & MacIntyre, 1992; MacIntyre, & Noels, 1996; Okada, Oxford, & Abo, 1996; Oxford, Park-Oh, Ito, & Sumrall, 1993). Gardner and MacIntyre (1992) argued that students with higher motivation level tend to expend more effort to engage in strategy use because strategies are, by definition, effortful behaviors. MacIntyre and Noels (1996) indicated, language learning strategies primarily contribute to a sense of mastery over the learning

process that would reduce uncertainty and anxiety, and maintain or improve motivation. Oxford et al. (1993) further argue that "the more often the students used a variety of learning strategies, the more motivated he or she become: and the cycle probably worked the other way, too, with the more motivated students using even more strategies." (p. 368).

Table 3. Correlations between variables

	Motivation Intensity	Intrinsic	Extrinsic
Intrinsic motivation	.587**		-.158
Extrinsic motivation	-.077	-.158	
Total learning strategies	.462**	.322*	.298*
Compensation	.219	.031	.075
Cognitive	.443**	.482**	.088
Metacognitive	.470**	.332*	.219
Social	.339*	.259	.223
Memory	.325*	.204	.291*
Affective	.165	-.068	.500**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

White (1959) and Piaget (1952) claimed that the increasing competence that results from practicing and mastering challenging tasks produces a positive emotional experience (i.e., joy, pride), which makes mastery behavior self-reinforcing. Consistent with the principle of optimal challenge, as the EFL learners become more proficient in English, they may prefer increasingly complex and difficult tasks. As the task becoming increasingly complex and difficult, the learners may have to adapt a bigger range of learning strategies more frequently in order to master the tasks. Feelings of incompetence can undermine motivation. EFL students' enthusiasm toward learning English can be destroyed after working on tasks without achieving success. Research has

demonstrated that students who believe that they are academically competent are more intrinsically interested in school tasks than those who have a low perception of their academic abilities (Boggiano, Main, & Katz, 1988). Since learning strategies function as useful tools for the EFL learners to complete tasks, learners who use more strategies will possibly gain higher self-perceptions of competence, which engenders more positive affective experience, which in turn engenders higher intrinsic motivation.

2. **Intrinsic motivation is associated with cognitive (r=.482) and metacognitive (r=.322) strategies, while extrinsic motivation is associated with memory (r=.291) and affective (r=.500) strategies.**

Cognitive strategies involve "deep processing" strategies such as making the materials one's own through analysis, synthesis, and the continuous development and adjustment of schemata (Schmeck, Geisler-Brenstein, & Cercy 1991; Erman & Oxford, 1995). Benware and Deci (1984) suggest that intrinsic motivation is associated with conceptual learning (such as integrating information or monitoring comprehension) but not rote learning. Intrinsically motivated EFL learners may not constrain themselves to use test-related strategies (usually the queasiest and easiest solutions) only. On the other hand, extrinsic contingencies would create an instrumental focus that narrows attention and direct learners to take the quickest and easiest solutions (Amabile, 1983). This may explain the findings of the study that cognitive and metacognitive strategies are associated with intrinsic motivation and that memory strategies are associated with extrinsic motivation.

It is noted that metacognitive strategies are so important and some researchers (Oxford, 1993a; Okada et al., 1996) tend to distinguish successful learners from less successful learners based on the use of metacognition strategies. Metacognition strategies involve management of one's own learning through planning and evaluating. Research indicates that intrinsic motivation is associated with active involvement (Harter, 1992), persistence, participation (Miserandino, 1996), pleasure (Patrick et al., 1993), more learning activities outside of school (Stipek, 1998). Intrinsic motivation can be more important and worth promoting because extrinsic rewards are not always ready for learners. Thus intrinsic motivation make learners more autonomous than extrinsic motivation does.

Okada. et al. (1996) suggest that motivated learners tend to use a wider range of learning strategies and more frequently than less motivated learners. Especially, students with higher motivation tend to use metacognitive and cognitive strategies more frequently. In their study, the same authors found that metacognitive strategies are closely tied to motivation. They further argue that "learners with a strong will to pursue their goals would no doubt be active in planning, organizing, and evaluating their own study" (p. 118).

In the present study, memory strategies are related to extrinsic motivation, but not intrinsic motivation. As mentioned earlier, research suggests that extrinsic contingencies can create an instrumental focus that narrows attention and directs learners to take the quickest and easiest solutions. This suggests an association between surface level processing skills (such as memorizing and rehearsing information) and extrinsic motivation. The EFL learners who learn English mainly for passing exams, avoiding

punishment, showing off their ability, etc., possibly prefer strategies which cost them minimum time and effort.

Research indicates that intrinsic motivation is associated with greater. Intrinsically motivated students reported feeling less anxious and angry (Patric et al., 1993). Affective strategies are those strategies that help learners gain control over their emotion, attitudes, and motivations. In the present study, affective strategies are the least frequently used strategies and only associated with extrinsic motivation (r=.500). These strategies have little relationship with intrinsic motivation (r=-.068) and motivational intensity (r=.165). A possible explanation is that learners with intrinsic motivation may not need to rely on affective strategies as much as extrinsically motivated learners to make themselves relax and control their emotion in L2 learning.

3. Compensation strategies are the most commonly used strategies and have little relationship with motivation

Compensation strategies are the most frequently used strategies of the participants. This finding is consistent with previous studies (Huang, 1997; Ku, 1995). Compensation strategies are the most immediate and direct strategies for the EFL student to bridge the knowledge gap in the process of comprehend English input and producing output. By bridging the knowledge gap, these strategies help students to solve the immediate problems in completing tasks such as finishing assignments, passing exams, or carrying out a conversation. Compensation strategies such as making guesses, using gestures, making up new words, paraphrasing, etc., tend to be commonly used in daily life. These strategies are more of instinct than of deep cognitive processing. In addition,

compensation strategies do not significantly correlate with motivational intensity, intrinsic motivation, or extrinsic motivation. This finding, consistent with Okada et al. (1996), suggests that compensation strategies have little relationship with motivation. They accordingly suggested, in the same study, compensation strategies did not play a major role.

4. Social strategies have little relationship with both intrinsic and extrinsic motivation

Social strategies are slightly related to motivational intensity but have little relationship with intrinsic or extrinsic motivation. A possible explanation is that social strategies contains six items that may be related to several different social aspects which cluster together under a broad category in the SILL questionnaire. The motivational elements (intrinsic and extrinsic motivation) may be associated with some items but not the others. For example, the strategy of "learning the culture" is obvious different aspect from the strategy "practicing with other students". Besides, the strategies "asking for help from English speakers" and "asking English speakers to correct mistakes" may not be available to many EFL learners.

5. Correlation between intrinsic and extrinsic motivation

The correlation coefficient between intrinsic and extrinsic motivation is negative (r=-.158) but does not reach a significant level. This finding suggests that intrinsic and extrinsic motivation are not mutually exclusive. In other words, a language learner can at the same time have both types of motivation although the two types of motivation are sometimes seen as being in opposition to each other and, to some degree, compete with each other.

6. Motivational intensity and motivation types

As mentioned earlier, research in educational psychology indicates that intrinsic motivation is associated with active involvement (Harter, 1992), persistence, participation (Miserandino, 1996), pleasure (Patric et al., 1993), more learning activities outside of school (Stipek, 1998). In this study, motivation intensity moderately correlate with intrinsic motivation (.587) but has little relationship with extrinsic motivation (-.077).

Conclusion and suggestions

The findings of the study have revealed that learning motivation and language learning are related to each other. It deserves our special attention that intrinsic motivation is associated with motivation level and those deep processing strategies such as cognitive and, more importantly, metacognitive strategies. The findings of the study suggest an important role that intrinsic motivation plays in L2 learning process.

The complexity of the links and interactions between motivation and learning strategies provides an important and interesting challenge for L2 researchers. As mentioned earlier in this article, this correlational study can be viewed as the starting point of the line of research on the complexity of the links between learning motivation and language learning strategies. It is suggested the correlational study can be replicated involving bigger and different samples in order to check the stability of the relationships between motivation and learning strategies. For future studies, the author are most interested in how and when motivation and learning strategies interact with each other, which should be their next empirical study. It is also suggested that the studies can be

conducted through a broader methodological paradigm that involves both quantitative and qualitative methods.

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Appendix

Part I. Motivational intensity

1. I actively think about what I have learned in my English class.
   a) very frequently
   b) hardly ever
   c) once in a while

2. If English is not taught in school, I would:
   a) pick up English in everyday situation (i.e., read English books and newspapers, try to speak it whenever possible, etc.)
   b) not bother learning English at all
   c) try to obtain lessons in English somewhere else

3. When I have a problem understanding something we were learning in English class, I:
   a) immediately ask the teacher for help
   b) only seek help just before the exam
   c) just forget about it

4. When it come to English homework, I:
   a) put some effort into it, but not as much as I could
   b) work very carefully, making sure I understand everything
   c) just skim over it

5. Considering how I studied English, I can honestly say that I :
   a) do just enough work to get along
   b) would pass on the basis of sheer luck or intelligence because I do very little work
   c) really try to learn English

6. If my teacher want someone to do an extra English assignment, I would:
   a) definitely not volunteer
   b) definitely volunteer
   c) only do it if the teacher asked me directly

7. After I get my English assignment/tests/exams back, I:
   a) always rewrite them, correcting my mistakes
   b) just throw them in my desk and forget them
   c) look them over, but don't bother correcting mistakes

8. When I am in English class, I:
   a) volunteer answers as much as possible
   b) answer on the easier answer
   c) never say anything

9. If there were a local English TV station, I would:

a) never watch it
b) turn it on occasionally
c) try to watch it often

10. When I hear a English song on the radio, I:
    a) Listen to the music, paying attention only to the easy words
    b) listen carefully and try to understand all the words
    c) change the station

Part II. Motivation types

1. Strongly disagree
2. Disagree
3. Uncertain
4. Agree
5. Strongly agree

11. I enjoy learning English very much.
12. Learning English is a hobby for me.
13. Learning English is a challenge that I enjoy.
14. I don't enjoy learning English, but I know that learning English is important for me.
15. I wish I can learn English in an easier way, without going to class.
16. I want to learn English because it is important to me because it will broaden my view.
17. The main reason I am taking English class is that my parents/my spouse/my supervisors/others wanted me to improve my English.
18. I want to do well in English class because it is important to show my ability to my family/friends/supervisors/others.
19. Everybody in Taiwan should be able to speak some English.
20. Being able to speak English will add to my social status.
21. I am learning English because I want to spend a period time in an English-speaking country.
22. I want to learn English because it is useful when traveling in many countries.
23. I want to learn English because I would like to emigrate.
24. One reason I learn English is that I can meet new people and make friends in my English class.
25. I am learning English to become more educated.

26. I want to learn English because I need to be able to read textbooks in English.
27. The main reason I need to learn English is to pass examinations.
28. If I learn English better, I will be able to get a better job.
29. I want to learn English because increasing my English proficiency will have financial benefits for me.
30. If I can speak English, I will have a marvelous life.

Part III. Language learning strategies

1 Never or almost never true of me
2 Usually not true of me
3 Somewhat true of me
4 Usually true of me
5 Always or almost always true of me

31. I think of relationships between what I already know and new things I learn in English.
32. I use new English words in a sentence so I can remember them.
33. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
34. I remember a new English word by making a mental picture of a situation in which the word might be used.
35. I use rhymes to remember new English words.
36. I use flashcards to remember new English words.
37. I physically act out new English words. (For example, when you learn the word "jump", you could get up and actually jump to help you memory this word.)
38. I review English lessons often.
39. I remember new English words or phrases by remembering their location on the page, on the board, on the street sign.
40. I say or write new English words several times.
41. I try to talk like native English speaker.
42. I practice the sounds of English.
43. I use the English words I know in different ways.
44. I start conversation in English.

45. I watch English language TV shows spoken in English or go to movies.
46. I read for pleasure in English.
47. I write note, messages, letters, and reports in English.
48. I first skim an English passage (read over the passage quickly) then go back and read carefully.
49. I look for words in my own language that are similar to new words in English.
50. I try to find patterns in English
51. I find the meaning of an English word by dividing it into parts that I understand
52. I try not to translate word-for-word.
53. I make summaries of information that I hear or read in English.
54. To understand unfamiliar English words, I make guesses.
55. When I can't think of a word during a conversation in English, I use gestures.
56. I make up new words if I do not know the right ones in English.
57. I read English without looking up every word.
58. I try to guess what the other person will say next in English.
59. If I can't think of an English word, I use a word or phrase that means the same thing.
60. I try to find as many ways as I can to use my English.
61. I notice my English mistakes and use that information to help me do better.
62. I pay attention when someone is speaking English.
63. I try to find out how to be a better learner of English.
64. I plan my schedule so I will have enough time to study English.
65. I look for people I can talk to in English.
66. I look for opportunities to read as much as possible in English.
67. I have clear goals for improving my English skills.
68. I think about my progress in learning English.
69. I try to relax whenever I feel afraid of using English.
70. I encourage myself to speak English even when I am afraid of using English.
71. I give myself a reward of treat when I do well in English.
72. I notice if I am tense or nervous when I am studying or using English.
73. I write down my feelings in a language learning diary.
74. I talk to someone else about how I feel when I am learning English.

75. If I do not understand something in English, I ask the other person to slow down.
76. I ask English speakers to correct me when I talk English.
77. I practice English with other students.
78. I ask for help from English speakers.
79. I ask questions in English.
80. I try to learn about the culture of English speakers.